



DAKOTA HIGH SCHOOL

“Focused on Learning”

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March 28, 2016

Dear Parents and Community Members:

I am pleased to present you with the Dakota High School Annual Education Report (AER) which provides key information on the 2014-15 educational progress of Dakota High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact me for assistance.

The AER is available for you to review electronically by visiting the Dakota High School website at <http://www.chippewavalleyschools.org/schools/high-schools/dhs/about-us/aer/> or you may review a copy available in the Main Office of the 10/12 Building or the 9th Grade Center.

Improvement in the levels of student performance for all of our subgroups (30 or more identifiable students) is a key component of our School Improvement Plan filed for 2015-16. Designing and implementing classroom and school activities to prepare students for both the content and format of the MME has been the focus of much of our professional development time for the past several years. This process has continued, especially with the transition to the SAT as the new state assessment. We continue to implement new curricular standards in our core subject areas. As the standards become more rigorous each year, we hope to continue to build on the partnership between the school, teachers, students and parents that focuses on student success both in high school and beyond. State law requires that we also report additional information.

Students are assigned to each individual building based upon guidelines set forth by the Board of Education. Assignments are based upon the location of each student's residence. Transfer requests from within the district are also considered. In addition, the district accepts applications from students who reside outside the district to attend Chippewa Valley Schools. Spaces are allotted at each school.

The School Improvement Plan for Dakota High School is based on the AdvancED criteria approved by the Michigan Department of Education for school accreditation. In March of 2016, the district completed a comprehensive External Review for System Accreditation through AdvancED. In order to receive AdvancED Accreditation, institutions such as schools and districts must meet AdvancED Standards and accreditation policies, demonstrate quality assurance through internal and external review, and engage in continuous improvement. The External Review Team examined district and school improvement plans, reviewed data and artifacts, visited classrooms, and interviewed stakeholders from schools and the community. The External Review Team recommended to the AdvancED Accreditation Commission that the Chippewa Valley Schools earn the distinction of System Accreditation. The Commission will make the decision regarding granting accreditation in June, 2016.

In CVS, we feel we best serve all students by establishing integrated and dynamic relationship between curriculum, instruction, assessment practices and standards. These standards and practices are based on the Michigan State Standards. More information about CVS curriculum can be found at <http://www.chippewavalleyschools.org/academics/curriculum>. You can also find more information on the Michigan State Standards by visiting http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---.00.html.

NOTICE OF NONDISCRIMINATION It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, religion, national origin or ancestry, genetics, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180

Chippewa Valley School District administers the NWEA Measures of Academic Progress (MAP) benchmark assessments to all students in Mathematics and English Language Arts in grades K-10. NWEA (MAP) assessments are computerized, adaptive assessments which measure individual student growth. They are administered two to three times throughout the school year. The resulting data allowed teachers to see the instructional ranges within their classroom and begin to target their instruction to meet specific skills their students need. For more information on our balanced assessment program please visit our district assessment page at <http://www.chippewavalleyschools.org/academics/assessment>.

For a detailed review of the data related to Dakota High School, please review the following the two links:

https://www.mischooldata.org/DistrictSchoolProfiles/ReportCard/EducationDashboard.aspx?Common_Location=1-D,1017,95,0&Common_SchoolYear=&Common_LocationIncludeComparison=False

<https://www.mischooldata.org/NewAer/CombinedReport2.aspx>

-Parent - teacher communication is a key to student success. At our fall Parent-Teacher Conferences, the parents of approximately 30% of our students participated in conferences. In the spring of 2015, approximately 30% of our students' parents participated in conferences. For the past two years, parents have been able to view their students' grades on line at any time during the school year.

-In 2014-15, 13 seniors of the 566 members (2.3%) of the Class of 2015 were enrolled in Post-secondary courses through dual enrollment. We had one junior and one sophomore dual enrolled during the 2014-15 school year. Our students took a total of 30 different courses through dual enrollment.

-Dakota offers thirteen Advanced Placement courses. During 2014-15 Advanced Placement courses were taken by 471 students. Six hundred fifty six (688) Advanced Placement examinations were taken by the AP students. 63.1% (297 students) of our tests taken received a 3 or better. The state average is 65.7%.

The Mission Statement of Dakota High School is: *The Dakota community provides a safe supportive learning environment with opportunities for all students to develop the skills and knowledge to become responsible, successful members of society.* In order to achieve this, the following components must be realized:

Culture -The culture of Dakota High School is based on successful student learning, involvement beyond the classroom, and a sense of community.

Curriculum -The curriculum of Dakota High School addresses all content expectations while challenging and motivating all students through the use of Best Practice, teamwork, and innovation for continuous improvement.

Staff - The staff of Dakota High School believes that students' learning is paramount to our success as a school.

Students -The students of Dakota High School are engaged, dedicated, and responsible members of an ever changing and global society.

Dakota's attainment of Full Accreditation by the North Central Association/AdvancEd following a self assessment by our staff and an external review by a visiting team of educators is a reflection on our "Focus on Learning" that is consistent with our Mission and Vision. Through the continuing efforts of our staff and students with the support of their parents and the Chippewa Valley Schools, we hope to continue the proud tradition of excellence that is a part of our Dakota Cougar culture.

Sincerely,

Paul Sibley
Principal
Dakota High School



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Annual Education Report Dakota High School

M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	All Students	2013-14	25.6%	29.4%	26.1%	2.7%	23.5%	55.9%	18%
Social Studies	8th Grade Content	American Indian	2013-14	18.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	African American	2013-14	6.4%	11.5%	10.9%	0%	10.9%	67.3%	21.8%
Social Studies	8th Grade Content	Asian	2013-14	46%	45.8%	41.2%	0%	41.2%	47.1%	11.8%
Social Studies	8th Grade Content	Hispanic of Any Race	2013-14	14.6%	23.3%	25%	0%	25%	50%	25%
Social Studies	8th Grade Content	Two or More Races	2013-14	22.9%	37.8%	44.4%	16.7%	27.8%	33.3%	22.2%
Social Studies	8th Grade Content	White	2013-14	31.2%	31.3%	26.7%	2.6%	24.1%	55.7%	17.6%
Social Studies	8th Grade Content	Female	2013-14	22.4%	24.3%	22.8%	1.2%	21.5%	60.6%	16.6%
Social Studies	8th Grade Content	Male	2013-14	28.7%	33.9%	28.9%	3.9%	25.1%	51.9%	19.1%
Social Studies	8th Grade Content	Economically Disadvantaged	2013-14	12.9%	21%	24.6%	0.8%	23.8%	54.8%	20.6%
Social Studies	8th Grade Content	English Language Learners	2013-14	5.1%	6.6%	10.5%	0%	10.5%	42.1%	47.4%
Social Studies	8th Grade Content	Students With Disabilities	2013-14	6.4%	10.2%	8.5%	1.7%	6.8%	25.4%	66.1%

Annual Education Report

Dakota High School

MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	All Students	2014-15	28.5%	43.5%	48%	17.7%	30.3%	29.2%	22.8%
Mathematics	11th Grade Content	All Students	2013-14	28.8%	37.1%	36.7%	8.8%	27.8%	41.4%	21.9%
Mathematics	11th Grade Content	American Indian	2013-14	19.9%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	African American	2014-15	8.6%	15.4%	11.1%	0%	11.1%	33.3%	55.6%
Mathematics	11th Grade Content	African American	2013-14	5.9%	10.5%	12.8%	0%	12.8%	46.2%	41%
Mathematics	11th Grade Content	Asian	2014-15	60.7%	72%	61.1%	22.2%	38.9%	22.2%	16.7%
Mathematics	11th Grade Content	Asian	2013-14	60.7%	53.8%	53.3%	6.7%	46.7%	26.7%	20%
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16%	31.3%	40%	0%	40%	20%	40%
Mathematics	11th Grade Content	Hispanic of Any Race	2013-14	14.6%	25%	30%	10%	20%	30%	40%
Mathematics	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	23.8%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Native Hawaiian or Other Pacific Islander	2013-14	38.9%	<10	<10	<10	<10	<10	<10

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MME

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	Two or More Races	2014-15	24.4%	30.6%	38.5%	7.7%	30.8%	30.8%	30.8%
Mathematics	11th Grade Content	Two or More Races	2013-14	24.5%	17.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	47.2%	51.6%	19.9%	31.7%	29.1%	19.3%
Mathematics	11th Grade Content	White	2013-14	33.5%	40.6%	38.4%	9.7%	28.7%	41.5%	20.1%
Mathematics	11th Grade Content	Female	2014-15	29.1%	46.6%	51.1%	17.7%	33.4%	30.2%	18.6%
Mathematics	11th Grade Content	Female	2013-14	26.5%	34.4%	36.6%	7.7%	28.9%	44.3%	19.1%
Mathematics	11th Grade Content	Male	2014-15	27.8%	40.5%	45.1%	17.7%	27.4%	28.3%	26.6%
Mathematics	11th Grade Content	Male	2013-14	31.1%	39.7%	36.8%	10%	26.8%	38.5%	24.7%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	24.3%	26.6%	5.3%	21.3%	26.6%	46.8%
Mathematics	11th Grade Content	Economically Disadvantaged	2013-14	13%	19.6%	18.5%	4.6%	13.9%	51.9%	29.6%
Mathematics	11th Grade Content	English Language Learners	2014-15	11.9%	12.7%	18.2%	4.5%	13.6%	36.4%	45.5%
Mathematics	11th Grade Content	English Language Learners	2013-14	6.7%	12.8%	16.7%	0%	16.7%	33.3%	50%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	5.7%	5.6%	1.4%	4.2%	22.5%	71.8%
Mathematics	11th Grade Content	Students With Disabilities	2013-14	4.2%	3.2%	3.1%	0%	3.1%	29.2%	67.7%
Reading	11th Grade Content	All Students	2013-14	58.7%	64%	64%	14.3%	49.7%	27.2%	8.8%
Reading	11th Grade Content	American Indian	2013-14	55%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	African American	2013-14	31.3%	39.8%	48.7%	5.1%	43.6%	30.8%	20.5%
Reading	11th Grade Content	Asian	2013-14	71.8%	69.2%	66.7%	6.7%	60%	26.7%	6.7%
Reading	11th Grade Content	Hispanic of Any Race	2013-14	45.5%	58.3%	60%	20%	40%	20%	20%
Reading	11th Grade Content	Native Hawaiian or Other Pacific Islander	2013-14	63.2%	<10	<10	<10	<10	<10	<10
Reading	11th Grade Content	Two or More Races	2013-14	58.6%	52.9%	<10	<10	<10	<10	<10
Reading	11th Grade Content	White	2013-14	65%	67.3%	65.5%	15.2%	50.3%	26.7%	7.8%
Reading	11th Grade Content	Female	2013-14	62.4%	68.8%	68.5%	18.1%	50.3%	26.5%	5%
Reading	11th Grade Content	Male	2013-14	55%	59.2%	59.5%	10.3%	49.1%	27.8%	12.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Reading	11th Grade Content	Economically Disadvantaged	2013-14	43%	48%	50.9%	7.4%	43.5%	35.2%	13.9%
Reading	11th Grade Content	English Language Learners	2013-14	19.4%	25.5%	22.2%	0%	22.2%	44.4%	33.3%
Reading	11th Grade Content	Students With Disabilities	2013-14	24.1%	22.2%	29.2%	3.1%	26.2%	32.3%	38.5%
ELA	11th Grade Content	All Students	2014-15	49.3%	57.8%	57%	20.5%	36.5%	26.7%	16.3%
ELA	11th Grade Content	African American	2014-15	25.8%	27.7%	17%	1.9%	15.1%	35.8%	47.2%
ELA	11th Grade Content	Asian	2014-15	64.8%	78%	55.6%	22.2%	33.3%	27.8%	16.7%
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	62.5%	50%	20%	30%	30%	20%
ELA	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	44%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2014-15	49.1%	55.1%	61.5%	23.1%	38.5%	7.7%	30.8%
ELA	11th Grade Content	White	2014-15	54.3%	61%	60.9%	22.2%	38.6%	26.3%	12.8%
ELA	11th Grade Content	Female	2014-15	55.4%	67.3%	64.5%	27.1%	37.4%	23.9%	11.6%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	11th Grade Content	Male	2014-15	43.3%	49.1%	50.3%	14.7%	35.6%	29.3%	20.4%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	37.8%	30.4%	8.7%	21.7%	30.4%	39.1%
ELA	11th Grade Content	English Language Learners	2014-15	15.2%	16.4%	18.2%	0%	18.2%	22.7%	59.1%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	9%	8.5%	0%	8.5%	42.3%	49.3%
Science	11th Grade Content	All Students	2014-15	29.4%	37.5%	37.9%	12.6%	25.3%	30%	32.1%
Science	11th Grade Content	All Students	2013-14	28.4%	30.7%	28.5%	7.8%	20.7%	34.8%	36.7%
Science	11th Grade Content	American Indian	2013-14	21.8%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	African American	2014-15	7.3%	15.3%	9.4%	0%	9.4%	22.6%	67.9%
Science	11th Grade Content	African American	2013-14	5.5%	9.6%	10.3%	0%	10.3%	35.9%	53.8%
Science	11th Grade Content	Asian	2014-15	47.8%	52%	27.8%	16.7%	11.1%	38.9%	33.3%
Science	11th Grade Content	Asian	2013-14	48.5%	41%	26.7%	0%	26.7%	53.3%	20%
Science	11th Grade Content	Hispanic of Any Race	2014-15	17%	27.7%	30%	10%	20%	40%	30%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	Hispanic of Any Race	2013-14	15.5%	29.2%	20%	0%	20%	30%	50%
Science	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	26.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Native Hawaiian or Other Pacific Islander	2013-14	32.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2014-15	27.7%	38.8%	46.2%	15.4%	30.8%	23.1%	30.8%
Science	11th Grade Content	Two or More Races	2013-14	27.2%	14.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	40.2%	40.8%	13.7%	27.1%	30.5%	28.7%
Science	11th Grade Content	White	2013-14	33.4%	33.5%	30.4%	9%	21.4%	34.1%	35.5%
Science	11th Grade Content	Female	2014-15	26.7%	35.9%	35.4%	10.6%	24.8%	33.8%	30.9%
Science	11th Grade Content	Female	2013-14	24.6%	28.6%	28.5%	6.4%	22.1%	34.9%	36.6%
Science	11th Grade Content	Male	2014-15	32.1%	39%	40.1%	14.3%	25.8%	26.6%	33.2%
Science	11th Grade Content	Male	2013-14	32.2%	32.7%	28.5%	9.3%	19.2%	34.7%	36.8%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	20.1%	15.1%	4.3%	10.8%	21.5%	63.4%
Science	11th Grade Content	Economically Disadvantaged	2013-14	14.2%	15.5%	13%	2.8%	10.2%	31.5%	55.6%
Science	11th Grade Content	English Language Learners	2014-15	4.3%	7.3%	4.5%	4.5%	0%	27.3%	68.2%
Science	11th Grade Content	English Language Learners	2013-14	3.3%	4.3%	0%	0%	0%	27.8%	72.2%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	7.4%	7.1%	2.9%	4.3%	22.9%	70%
Science	11th Grade Content	Students With Disabilities	2013-14	5.5%	3.2%	1.5%	0%	1.5%	10.8%	87.7%
Social Studies	11th Grade Content	All Students	2014-15	43.9%	58.5%	60.3%	16.7%	43.6%	32.9%	6.8%
Social Studies	11th Grade Content	All Students	2013-14	43.9%	51.7%	51%	9.2%	41.9%	39.5%	9.5%
Social Studies	11th Grade Content	American Indian	2013-14	36.8%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	African American	2014-15	18%	35.4%	30.2%	1.9%	28.3%	54.7%	15.1%
Social Studies	11th Grade Content	African American	2013-14	16.6%	31.3%	41%	2.6%	38.5%	48.7%	10.3%
Social Studies	11th Grade Content	Asian	2014-15	61.7%	76%	55.6%	16.7%	38.9%	38.9%	5.6%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	Asian	2013-14	61.3%	64.1%	53.3%	0%	53.3%	46.7%	0%
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33%	47.8%	50%	10%	40%	40%	10%
Social Studies	11th Grade Content	Hispanic of Any Race	2013-14	31%	54.2%	50%	0%	50%	30%	20%
Social Studies	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	47.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Native Hawaiian or Other Pacific Islander	2013-14	46.8%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2014-15	41.4%	49%	53.8%	38.5%	15.4%	46.2%	0%
Social Studies	11th Grade Content	Two or More Races	2013-14	43.7%	38.2%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	61.5%	63.7%	17.7%	45.9%	30.1%	6.2%
Social Studies	11th Grade Content	White	2013-14	50%	54.1%	51.9%	10.3%	41.6%	38.5%	9.5%
Social Studies	11th Grade Content	Female	2014-15	40.5%	56.9%	56.6%	13.2%	43.4%	37.9%	5.5%
Social Studies	11th Grade Content	Female	2013-14	39.7%	47.1%	47.8%	5%	42.8%	42.8%	9.4%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	Male	2014-15	47.2%	59.9%	63.6%	19.8%	43.8%	28.4%	8%
Social Studies	11th Grade Content	Male	2013-14	48.2%	56.1%	54.3%	13.4%	40.9%	36.1%	9.6%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	38.5%	31.2%	7.5%	23.7%	52.7%	16.1%
Social Studies	11th Grade Content	Economically Disadvantaged	2013-14	27.5%	37.3%	38%	6.5%	31.5%	50%	12%
Social Studies	11th Grade Content	English Language Learners	2014-15	12.6%	20%	18.2%	0%	18.2%	50%	31.8%
Social Studies	11th Grade Content	English Language Learners	2013-14	11.6%	19.1%	16.7%	0%	16.7%	55.6%	27.8%
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15%	15.7%	14.3%	1.4%	12.9%	54.3%	31.4%
Social Studies	11th Grade Content	Students With Disabilities	2013-14	10.9%	9.5%	10.8%	0%	10.8%	60%	29.2%

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
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No Data to Display

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	11th Grade Content	All Students	2013-14	67%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	80.5%	86.1%	80%	20%	32%	48%
Reading	11th Grade Content	All Students	2013-14	90.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	79.5%	88.9%	84%	16%	32%	52%
Science	11th Grade Content	All Students	2013-14	56.1%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	53.3%	66.7%	60%	40%	44%	16%
Mathematics	11th Grade Content	African American	2013-14	49.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	African American	2014-15	65.7%	69.2%	60%	40%	20%	40%
Reading	11th Grade Content	African American	2013-14	84.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	African American	2014-15	66.3%	76.9%	70%	30%	20%	50%
Science	11th Grade Content	African American	2013-14	35.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	African American	2014-15	30.8%	61.5%	50%	50%	30%	20%
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	83.7%	<10	<10	<10	<10	<10

Annual Education Report
Dakota High School

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	Hispanic of Any Race	2014-15	80.2%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	48.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2014-15	84.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2014-15	91.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2014-15	53.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2013-14	73.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	85.9%	94.7%	92.3%	7.7%	38.5%	53.8%
Reading	11th Grade Content	White	2013-14	93.2%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	84.4%	94.7%	92.3%	7.7%	30.8%	61.5%
Science	11th Grade Content	White	2013-14	64.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	62.8%	73.7%	76.9%	23.1%	61.5%	15.4%
Mathematics	11th Grade Content	Female	2013-14	63.2%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	80%	93.3%	90%	10%	40%	50%

Annual Education Report
Dakota High School

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Reading	11th Grade Content	Female	2013-14	92.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	79.2%	93.3%	90%	10%	30%	60%
Science	11th Grade Content	Female	2013-14	53%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	48.9%	60%	60%	40%	60%	0%
Mathematics	11th Grade Content	Male	2013-14	69.1%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	80.8%	81%	73.3%	26.7%	26.7%	46.7%
Reading	11th Grade Content	Male	2013-14	89.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	79.6%	85.7%	80%	20%	33.3%	46.7%
Science	11th Grade Content	Male	2013-14	57.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	55.9%	71.4%	60%	40%	33.3%	26.7%
Mathematics	11th Grade Content	Economically Disadvantaged	2013-14	65.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	80%	84.2%	75%	25%	16.7%	58.3%
Reading	11th Grade Content	Economically Disadvantaged	2013-14	89.7%	<10	<10	<10	<10	<10

Annual Education Report
 Dakota High School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	Economically Disadvantaged	2014-15	78.8%	84.2%	75%	25%	16.7%	58.3%
Science	11th Grade Content	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2014-15	51.3%	73.7%	66.7%	33.3%	50%	16.7%
Mathematics	11th Grade Content	English Language Learners	2014-15	81.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	English Language Learners	2014-15	75%	<10	<10	<10	<10	<10
Science	11th Grade Content	English Language Learners	2014-15	34.9%	<10	<10	<10	<10	<10

Annual Education Report
Dakota High School

MI -Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report
Dakota High School

MI -Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report
 Dakota High School

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	Mathematics	98.1%	36.5%	99.2%	N/A	99.9%	N/A
All Students	ELA	98.1%	48.5%	99.1%	N/A	99.4%	N/A
All Students	Science	97.5%	22.2%	98.9%	N/A	99.9%	N/A
All Students	Social Studies	97.4%	31.8%	98.7%	N/A	99.9%	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	<30	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	98.8%	N/A	100%	N/A
African American	ELA	96.5%	24.5%	98.7%	N/A	98.4%	N/A
African American	Science	95.4%	6.1%	97.2%	N/A	100%	N/A
African American	Social Studies	95.2%	11%	97.5%	N/A	100%	N/A
Asian	Mathematics	99.1%	66.3%	99.7%	N/A	<30	N/A
Asian	ELA	98.7%	70.2%	99.7%	N/A	<30	N/A
Asian	Science	99%	38%	100%	N/A	<30	N/A
Asian	Social Studies	98.8%	49.6%	100%	N/A	<30	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	99.7%	N/A	<30	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	99.2%	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	100%	N/A	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	98.7%	N/A	<30	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	<30	N/A	<30	N/A

Annual Education Report
 Dakota High School

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	< 30	N/A	< 30	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	< 30	N/A	< 30	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	< 30	N/A	< 30	N/A
Two or More Races	Mathematics	98.5%	33.6%	98.5%	N/A	< 30	N/A
Two or More Races	ELA	98.5%	46.9%	98.8%	N/A	< 30	N/A
Two or More Races	Science	98.5%	20.1%	97.6%	N/A	< 30	N/A
Two or More Races	Social Studies	98.1%	28.3%	98%	N/A	< 30	N/A
White	Mathematics	98.5%	42.5%	99.3%	N/A	99.8%	N/A
White	ELA	98.5%	55%	99.1%	N/A	99.5%	N/A
White	Science	98.1%	26.6%	99%	N/A	99.8%	N/A
White	Social Studies	98%	37.3%	98.8%	N/A	99.8%	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	98.8%	N/A	100%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	98.3%	N/A	98.1%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	97.7%	N/A	100%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	97.8%	N/A	100%	N/A
English Language Learners	Mathematics	98.6%	20.3%	99.5%	N/A	< 30	N/A
English Language Learners	ELA	98.2%	24%	98.6%	N/A	< 30	N/A
English Language Learners	Science	98.2%	3.9%	98.9%	N/A	< 30	N/A

Annual Education Report
 Dakota High School

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Language Learners	Social Studies	97.9%	8.1%	99.3%	N/A	<30	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	98.8%	N/A	99%	N/A
Students With Disabilities	ELA	96.6%	24.7%	98.8%	N/A	99%	N/A
Students With Disabilities	Science	96.5%	15.4%	99%	N/A	99%	N/A
Students With Disabilities	Social Studies	95%	13.9%	98.1%	N/A	99%	N/A

Annual Education Report
 Dakota High School

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	91.4%	96.5%
American Indian	64.8%	N/A	N/A
African American	64.5%	84.8%	94.8%
Asian	89.1%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	84.4%	N/A
White	82.9%	92.8%	96.8%
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	81.1%	89.5%
English Language Learners	68.2%	84.2%	N/A
Students With Disabilities	55.1%	87.0%	86.3%
Bottom 30%	N/A	N/A	N/A

* All data based on students enrolled for a full academic year.

Annual Education Report
Dakota High School

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.7%	96.1%	N/A

* All data based on students enrolled for a full academic year.



04/20/2016

Annual Education Report
Dakota High School

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



04/20/2016

Annual Education Report
Dakota High School

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

Annual Education Report
 Dakota High School

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	35	116	3

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

Annual Education Report
 Dakota High School

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report
 Dakota High School

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report
 Dakota High School

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report Dakota High School

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report
 Dakota High School

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report Dakota High School

NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report
 Dakota High School

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0